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NEW BOOKS.

Monographs on Topics of Modern Mathematics. Edited by J. W. A. YOUNG. New York: Longmans, Green & Company. Pp. 424. \$

The object of this book as stated by the editor is "to bring within reach of secondary teachers (in service or in training), college students, and others at a like stage of mathematical advancement, a scientific treatment of some of the regions of advanced mathematics that have points of contact with the elementary field. Undoubtedly one of the most crying needs of our secondary instruction in mathematics to-day is that the scientific attainments of the teacher be enlarged and their mathematical horizon widened; and I believe that there is a large body of earnest teachers and students that are eager to extend their mathematical knowledge if the path can be made plain and feasible for them."

The titles of the monographs are as follows: The fundamentals of geometry; Modern pure geometry; Non-Euclidean geometry; The fundamental propositions of algebra; The algebraic equation; The function concept and the fundamental notions of the calculus; The theory of numbers; Constructions with ruler and compasses; The history and transcendence of π .

They seem to be carefully written and well suited to meet their object.

Brief Course in Analytic Geometry. By J. H. TANNER and JOSEPH ALLEN. New York: American Book Company. Pp. 316. \$1.50.

This book is an abridgment of the Elementary Course in Analytic Geometry by the same authors and preserves the important features of that book. It includes besides plane, an introduction to solid analytic geometry and a chapter on higher plane curves. It would seem to contain an abundance of well-selected material in both theory and examples for a first course.

The Teachers' Practical Philosophy. By GEORGE TRUMBULL LADD. New York: Funk and Wagnalls Company. Pp. 336. \$1.25 net.

The purpose of this book is "to emphasize the personal and moral elements as those which, broadly understood, must be relied upon to secure the needed improvements in our schools to produce men and women of the right sort to conduct safely, wisely and righteously the affairs of church and state. The author believes that the lack of discipline through moral and religious motives and in accordance with moral and religious ideals, in the home-life, in school, and in society at large, is the prime source of all our national evils so far as they are connected with the educative process as now in vogue." It contains interesting